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ABSTRACT

The forces affecting relations among nations as well as the effectiveness of decision making processes in international politics are examined and analyzed by 10th through 12th grade students in the elective quinmester course clustering around political studies. Goals emphasize helping students to understand state interaction and the variables which affect this interaction, to predict the future of states in a nuclear age, and to formulate a reasoned philosophy of behavior for the interaction of states within the modern world system. Content focuses on the general understanding of international relations and foreign policy, and, in particular, the role of the state, power, diplomacy, economics, war and peace, international morality, law, and institutions. The format of the units is the same as previous quinmester courses. (SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SP 005076

Social Studies: INTERNATIONAL RELATIONS
6448.20
6446.12
6457.03
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6416.35

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

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By

Rose Marie Coe

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Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF THE INTERACTION OF NATIONS, HOW THEY DEAL WITH MUTUAL PROBLEMS AND THE CONSEQUENCES OF THEIR ACTIONS. INCLUDES TOPICS SUCH AS DIPLOMACY, THE COLD WAR, INTERNATIONAL ORGANIZATIONS, NATIONALISM, FOREIGN POLICY, INTERNATIONAL LAW AND MORALITY, AND POWER AS IT RELATES TO WORLD POLITICS TODAY.

CLUSTER:	Political Studies
GRADE LEVEL:	10-12
COURSE STATUS:	Elective
INDICATORS OF SUCCESS:	Previous coursework in American or World History is recommended.

COURSE RATIONALE: Pupils of today's world need to more fully understand the forces affecting relations among nations--forces which could lead to world war or world peace. In this course, students will be given an opportunity to examine and make judgements regarding the effectiveness of decision-making processes at work in international politics.

COURSE GOALS:

1. THE STUDENT WILL CITE EVIDENCE TO SUPPORT THE PROPOSITION THAT STATES NEED TO INTERACT WITH ONE ANOTHER IN THE MODERN WORLD.

2. THE STUDENT WILL APPLY KNOWLEDGE OF THE VARIABLES THAT AFFECT INTERACTION AMONG STATES TO ANALYZE A GIVEN INTERNATIONAL SITUATION. (Variables include geography, ideology, foreign policy, economics, ethics, nationalism, international law, international organizations, power, war, etc.)

3. GIVEN THE CURRENT SYSTEM OF STATES IN A NUCLEAR AGE, THE STUDENT WILL PREDICT THE FUTURE OF THAT SYSTEM.

4. THE STUDENT WILL ATTEMPT TO FORMULATE A REASONED PHILOSOPHY OF BEHAVIOR FOR THE INTERACTION OF STATES WITHIN THE MODERN WORLD SYSTEM.

COURSE CONTENT OUTLINE:

I. What Is International Relations?

- A. National Interests
- B. Role of the Social Sciences
- C. Importance of International Relations Today

II. What Is the Role of the State?

- A. Historical Development of the State System
- B. Elements of Statehood
  1. People
  2. Territory
  3. Government
  4. Sovereignty
- C. Transition from a Nation to a State
- D. Nationalism
- E. Crisis of the Territorial State

III. What Is Foreign Policy?

- A. Decision-making Processes of Selected Countries
- B. Geography and Foreign Policy
- C. Tradition and Foreign Policy
- D. Ideologies and Foreign Policy

IV. What Is the Role of Power?

- A. The Nature of National Power
- B. How National Power Is Exerted
- C. Gradation of State Power
- D. Basis of Power or Capabilities
  1. Population
  2. Geography
  3. Economics
  4. Governmental Organization
  5. Military Organization
  6. Psychological-Social Elements
  7. International Strategic Position
- E. Patterns of Power
  1. Unilateralism
  2. Balance of Power
  3. Collective Security
  4. World Government
  5. World Conquest

V. What Is the Role of Diplomacy?

- A. Protocol
- B. Open vs. Secret Diplomacy
- C. Diplomacy by Conference
- D. Diplomacy through Organizations
- E. Use of Propaganda

VI. What Is the Role of Economics?

- A. International Trade
- B. Free Trade vs. Restricted Trade
- C. International Investments
- D. International Assistance
- E. Economic Controls
  1. International Monetary Fund
  2. International Bank
  3. Economic Organizations
  4. Postwar Trade Agreements
- F. Wartime vs. Peacetime Economics
  1. Cold War Economics
  2. UN's Economic Role

VII. What Is the Role of War and Peace?

- A. Causes of War
- B. Exponents of War
- C. Theory of Just Wars
- D. Regulation of War
  1. State Control
  2. Military Power
  3. Technology
  4. Economics
  5. Ideologies

COURSE CONTENT OUTLINE (cont)

E. The Case of Nuclear Dilemma

VIII. What Is the Role of International Morality?

A. The Question of Ethics

1. Ethics vs. Power
2. Ethics vs. Nationalism
3. Ethics and the Individual

B. Schools of Thought

1. Selected Philosophers
2. Religious Viewpoints
3. Influence of the U.N.

IX. What Is the Role of International Law?

A. Definition
B. Role of International Law
C. Spirit of International Law
D. Realities of International Law
E. Arbitration of International Disputes
F. International Court of Justice

X. What Is the Role of International Institutions?

A. Regional Organizations
B. The United Nations

GOAL: THE STUDENT WILL CITE EVIDENCE TO SUPPORT THE PROPOSITION THAT STATES NEED TO INTERACT WITH ONE ANOTHER IN THE MODERN WORLD.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. WHAT IS INTERNATIONAL RELATIONS? Note: Selected articles from the World Politics or Foreign Affairs journals may be used as support materials for many areas in this course. Teacher should consult current issues.	The student will recognize the need for interaction among states.	1. Begin class with a general discussion. The teacher should clarify the meaning of the term "state." a. What kind of world might we have if we did not have divisions called states? b. Why do states interact? c. What are the national interests of the United States? Have students decide which of the interests are vital and which are secondary. Categorize on the board or on a transparency. d. Can you think of a case where the United States has become involved with another state in a conflict over one of these interests? 2. Have each student select a country and indicate in writing the national interests of that country. Have them apply questions "c" and "d" above to their particular country. This may be a brief assignment based on prior knowledge or an extensive research assignment with possible continuation through the cours applying all the concepts of international relations to this particular country and its relationships with others. See Appendix for a suggested long-range assignment that could be made at this time. If a long-range project is assigned, it might be individual or in small groups. The states selected for study can be used for later comparisons and in simulation games in foreign polic and diplomacy. Several of the classroom activities that follow may be applied to this project. Such activities are marke with an asterisk (*). 3. Introduce the terms history, sociology, and psychology. Discuss with the class how each of these disciplines is involved in the study of international relations. (Students may sugges others, e.g. economics.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Have the class discuss or have students answer in writing: Why is a study of international relations important in today's world? (Bring in the shrinking world concept, the effect of the atomic age, etc.)

GOAL: THE STUDENT WILL APPLY KNOWLEDGE OF THE VARIABLES THAT AFFECT INTERACTION AMONG STATES TO ANALYZE A GIVEN INTERNATIONAL SITUATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. WHAT IS THE ROLE OF THE STATE IN INTERNATIONAL RELATIONS?	A. The student will describe the development of the state system.	1. Introduce the concept by showing and discussing the film Rise of Nations in Europe. Follow-up: List and discuss the factors that led to the development of nations in Europe. 2. Use maps or transparencies to illustrate the development of the state system since the 17th century.
	B. The student will identify several elements of statehood.	1. Use the transparencies "Making of a Nation-state" to develop the concept of statehood. Resource: Readings ... Part VII "What is a Nation?" 2. Develop the concept of statehood through discussion: a. Have students suggest several states; list on the board. b. Elicit common elements (people, territory, government, sovereignty...) c. Elicit differences (size, population, power, type of government, degree of sovereignty....) d. Develop a definition of a state. (What, then, makes a state a state?) *3. Have each student examine the state which he has selected to research and see if it complies with the class definition of a state. *4. Follow-up on student research: a. Ask, does your selected state have any nations within it? b. Have students point out on world maps areas that they think are nations within states. c. Introduce the term sovereignty and allow students to discuss/debate the degree of sovereignty in selected states. The discussion may be directed toward identifying some of the characteristics of nationalism, the next topic.

* An asterick indicates that the activity so labeled may be applied to an on-going project. See Activity I-A-2 and the Appendix, #1.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Conclude the discussion with the open-ended question, which state in the world has the most sovereignty? Why?
	C. The student will discuss critically the concept of nationalism and describe how nationalism is expressed in a given state.	1. Introduce the concept with the film Nationalism or the filmstrip by the same title. In a follow-up discussion develop a definition for nationalism; have students suggest some important aspects of nationalism; compare the development of nationalism with the rise of states just studied.
		2. Show the filmstrip, Nationalism as a Religion. Discuss each frame, comparing the religious and national symbols or ceremonies. Have students suggest hypotheses about nationalism and how it has obtained the loyalty of people. (Detailed teacher instructions may be found in the Teachers' Guide for the Shaping of Western Society, An Inquiry Approach, Holt, Rinehart and Winston, Inc. 1968.)
		3. Oral report: Have a student or panel of students report on Hans Kohn's book, Nationalism: Its Meaning and History.
		*4. Possible follow-up on student research, #3. Have students research and describe how nationalism is expressed in their selected states. In class discussion: Compare the methods and extent of nationalism in these states. The elements of nationalism common to all states (symbols, heroes, holidays, etc.) should be identified. Ask: How might nationalism affect international relations?
		5. A less able student could make a bulletin board display or a notebook of nationalistic symbols or items (flags, poems, posters, slogans, etc.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Discuss in Readings...., Part VII "Is Nationalism Obsolete?" a. What is Sukarno's definition of nationalism? How does it differ from the traditional definition of nationalism? b. How does Sukarno equate Indonesian nationalism with Am. Nationalism? c. How does Karl Deutsch indicate that those same processes which made nationalism probable may soon turn against it? d. How does nationalism tend to run to the extremes in the name of self-determination? 7. Show a film on Hitler, the Middle Eastern conflict, or the film, Rise of Nationalism in South East Asia, or the filmstrip, Nationalism as a Force in Asia. a. The film "Rise of Nationalism in South East Asia" should be viewed prior to the discussion of Sukarno's speech. b. What nationalistic forces have helped create the middle Eastern conflict and which prolong it as well as which will have to be adjusted before the conflict can be settled. 8. Analyze a famous speech to find nationalistic characteristics. (Vital Speeches is a possible source.) 9. Listen to famous speeches on recordings and discuss nationalism therein. Discuss: To what extent should the leader of a state appeal to nationalism? 10. Have students bring in nationalistic songs. Discuss how they affect the listener. Some students may wish to bring in "anti-nationalistic" songs as well (Protest music). Ask: Should both kinds of music be played on the radio? 11. An interested student could report on the role of nationalism in the Indo-China War.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. The student will suggest reasons why territoriality plays an important role in the maintenance and development of a state.	1. Introduce the concept with the film Boundary Lines. Discuss how the film relates to international relations. a. How does psychology enter the process of making boundary lines? b. How does geography enter the process of making boundary lines? c. Compare the reaction of people to the reaction of animals when there is not enough space available for decent or normal survival. d. How important are boundary lines in this, the nuclear age? 2. Role-playing: Have each student or groups of students select a portion of the room as his selected territory. Have him tell why he chose this area and how he wants other students to regard it. If one student wants to use the pencil sharpener, how will it be arranged if it is within the boundaries of another student's territory? From ensuing discussion students should discover the need for a foreign policy, the next topic of study. 3. Use Ardrey's book The Territorial Imperative as a resource for a student report, panel discussion, or class discussion. Selections could be chosen from the book for use as discussion springboards: After the report and response has been made to student questions and comments, conclude by discussing-- How are we seeking new forms, new symbols, new perceptions and new definitions to help us cope with an environment that seems to be threatening to overwhelm us? 4. Analyze the proliferation of new states since WW II. Have students locate them on a map.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Show the film, "Screen News Digest" on micro-states. 6. Have students examine the United Nations Chronicles regarding micro-states and report on admission to the United Nations of such nations. Discuss: Do you think the number of states in the world will continue to grow? What will be the consequences for international relations?
III. WHAT IS THE ROLE OF FOREIGN POLICY IN INTERNATIONAL RELATIONS? Note: Refer to Quin course on United States Foreign Policy.	A. The student will compare the foreign policy of the United States with selected other nations.	1. Introduce the concept with the film, Growth of American Foreign Policy. In a follow-up discussion, correlate the concepts of nationalism, territoriality and sovereignty with foreign policy. 2. From the above film or a standard textbook, have students summarize the stated aims of United States foreign policy today. 3. Analyze the most recent "State of the World" address of the President and write down the important aims of U. S. foreign policy as they appear in the speech. If number 2, above, was used, the speech may be used as a basis for comparison. *4. Follow-up on student research #4-8: Have selected students report on the foreign policy of their selected states. If the class is not involved in the research project, students can research the foreign policy of certain states for homework. As the reports proceed, have the class analyze and compare the various foreign policies and make hypotheses about the conditions that influence making of foreign policy, e.g. small nations tend to be relatively neutral. They can test the validity of their hypotheses with historical or current cases.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will analyze the decision-making processes in the making of foreign policy.	1. Show the filmstrip Who Shapes U. S. Foreign Policy? Each frame is a potential item for analysis. This may be done with a specific issue in mind, e.g., the involvement of the U. S. in South East Asia. 2. Compile a list of men influential in making foreign policy today. Students may use periodicals and T.V. news casts. Show the filmstrips Executive Department and Its Agencies and/or The Pentagon if necessary for a close look at the bureaucracy involved in the decision-making process. 3. Have a student make an oral report or have a panel discussion about the role of the Secretary of State in making foreign policy, based on Stupak's book. The Shaping of Foreign Policy: The Role of the Secretary of State as seen by Dean Acheson. 4. Have a class discussion on Part IV in Readings.... "Can Foreign Policy be Democratic?" And "The Dilemma of Democracy." a. How does Sibley see the making of foreign policy in a "pure" democratic system? b. What are the typical objections to Sibley's proposed process? c. In Bailey's article, How have American leaders not made foreign policy in a true democratic manner? d. Which is the case today--Sibley's or Bailey's method? e. Evaluate the better method in a nuclear era. 5. If a class set is available, have students read and write a summary of the book Foreign Policy: Intervention, Involvement, or Isolation? by Wolf. Each reading ends with topics or questions for discussion and projects, such as debates, panel discussions and research topics.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Assign students to write a short essay about the foreign policy of another state, possibly the one they have been researching, in answer to the question, "Who Shapes _____'s Foreign Policy?"
		7. Examine as a class the role of the President of the United States in the making of foreign policy. Less able students may be asked to report on his duties as specified in the Constitution; others may be asked to analyze the role of the current President through speeches and the news media and compare it to (1) past presidents and (2) our national ideology with regard to international relations. Able students could analyze the role of the President with regard to one foreign policy issue, e.g., Latin American relations. Provide students with excerpts from the President's speeches and have them infer from them what the foreign policy is. Either all students could be given the same data for a class discussion, or small groups could be given different excerpts and report on different topics. Discuss or evaluate students through written response to these questions: a. What do you think will be the consequences of present U. S. foreign policy? b. Does the president have sole responsibility for foreign policy decisions?
		8. Divide the class into small groups and have each one try to name the 10 most influential men involved in making U.S. foreign policy. Have a reporter from each group write the names on the board. Each group should be called on to defend those names which are not on the majority of the lists. Have students explain <u>how</u> each one influences foreign policy.
IV. WHAT IS THE ROLE OF POWER IN INTERNATIONAL RELATIONS?	A. The student will apply knowledge of the nature, bases and patterns of power to compare the	1. What factors provide a state with power? 2. Discuss Part VIII in <u>Readings....</u> "Can Ideological Convictions Transcend Power Politics?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
V. THAT IS THE ROLE OF DIPLOMACY IN INTERNATIONAL RELATIONS?	A. The student will compare various types of of diplomacy.	1. Trace the development of classic diplomacy from the breakup of Medieval Christendom in the 15th Century (Lecture) a. Discuss the new concepts: (1) Assumption of coexistence of sovereign states (2) Bilateral agreements (3) Diplomatic immunity (4) Diplomatic protocol (5) International obligations resulting from the bilateral agreements (6) Neutrality (7) Maintenance of a balance of power b. Ending of "secret" diplomacy by Woodrow Wilson at Versailles c. Diplomacy in the 20th century reflecting the range and speed of changes brought about by science and technology. 2. Group students a. Have one group make a case-study of the diplomacy of 2 18th century states b. Have one group make a case study of the secret alliances and balance of power system just prior to WW I c. Have a group make a case study of US-Japanese diplomacy just prior to Pearl Harbor d. Have one group make a case study of US-British diplomacy pre and during WW II e. Have one group make a case study of US-Soviet diplomacy pre and during WW II f. Have one group choose an area for a case study of a post WW II diplomatic situation i.e., US-Soviet Union, Arabs vs Israelis, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will analyze the process of diplomacy.	1. Show the filmstrip, Portriat of a Diplomat. In a follow-up discussion, develop a definition of diplomat, diplomacy, etc. 2. Study the topic through simulation games. Some of the commercial games are listed below: Dangerous Parallel Inter-nation Simulation Diplomacy 3. Have students organize their own simulation of diplomacy either in the form of a game or a dramatization of a conference such as the Yalta conference. 4. Take a field trip to a consulate or invite a guest speaker who has experience in the foreign service. 5. Have students (or as a class) analyze news articles pertaining to current diplomatic activities: peace talks, international conferences, etc. The respective diplomats can be compared, the ideology and aims of the involved nations and, the types of diplomacy used can be identified and the outcome can be predicted.
VI. WHAT IS THE ROLE OF ECONOMICS IN INTERNATIONAL RELATIONS?	A. The student will cite evidence to support free trade or restricted trade.	1. Have students indicate major flows of international trade on a world map illustrate the interdependence of today's world. 2. Show and discuss the series or select from the series of films, Exports Mean Business. Begin with the film, Economics of Trading Among Nations. a. After viewing these films the students should understand certain economic terms and concepts.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. He should be able to cite evidence, factors, reasons for or against free world trade.
		3. Role-playing or situations: Have students enact an international trading situation. For example, have one student role-play an American producer of cars, one a producer of foreign cars, and one an American consumer. They can enact the problem of trade restrictions vs free trade.
		4. Have able students debate, formally or informally: Resolved: The United States Should Abolish All Trade Restrictions. Relate to the question being discussed today by the American Congress on tariffs. The Congressional Record would be a good source.
		5. Have a student report on Japan's current trade status with the United States, its effects on our economy as well as theirs,--the implications for international relations.
	B. The student will propose reasons why nations give assistance to other nations.	1. Have students make charts or graphs comparing economic assistance by such states as the U.S., USSR, China, Japan, and West Germany.
		2. Use transparencies to show and discuss where U.S. or Soviet assistance goes. Have students suggest reasons for certain nations receiving more or less aid. Discuss: Can a nation buy allies?
		*3. Follow-up on student research: Ask students whether their state is a giver or receiver of foreign aid. How would that affect their foreign policy?
		4. Have individuals or small groups analyze United States aid to specific world regions. (Latin America, Africa, Southeast Asia, etc.) Have them:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Find out how much aid is given. b. Identify what kinds of aid are given. c. Decide why the U.S. gives such aid. d. Discuss (after all reports are given) U.S. aid generally-priorities, reasons for giving aid, results.
	C. The student will evaluate foreign aid.	1. Topics to debate or discuss: a. Should the U.S. provide weapons to Israel? b. Should the U.S. distribute its surplus food? If so, to whom? c. Should the U.S. compete with other powers through foreign aid in vying for friends among the less developed countries? d. Should the U.S. give assistance to needy communist countries? e. Should the U.S. assist military dictatorships? f. What strings should be attached to foreign aid?
	D. The student will discuss critically the role of common markets, international controls and aids to international trade.	1. Show the film, <u>The European Community</u>. a. How did the European Economic Community help Western Europe in the area of political and social cooperation in addition to the economic aspects? b. What provisions have been made for more members? c. How are member-states colonies or former colonies affected by the EEC? 2. Debate the issue of whether the United Kingdom should be allowed in the <u>E.E.C.</u> Have students research the viewpoints of several of the countries involved.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Assign readings and compare the achievements of two common markets such as the EEC and the CACM. This may lead to a general discussion of the advantages and disadvantages of the common market concept. Questions for discussion: What effect would the establishment of a common market in Europe or Latin America have on the United States?
		4. A less able student could report on the IMF or the International Bank. His report should include an explanation of the way/ways a nation could use or has used these faciliti
	E. To evaluate the role of the United Nations in international economic relations.	1. Have students report on the various agencies of the UN. The class could tabulate the reports to evaluate the achievements of the agencies and the UN as a whole.
		2. Have two or three able students work together to report on How the United Nations is financed.
VII. WHAT ARE THE ROLES OF WAR AND PEACE IN INTERNATIONAL RELATIONS?	A. The student will list causes of war and cite examples of each	1. Show films on selected wars and discuss their purported causes.
Note: Refer to Quin course Man Between War and Peace.		2. Discuss Readings...Part II "What Is War?" and "The Idea of Cause."
		a. What are the variations of definitions of war as given by the author? b. What are the author's arguments to prove that war is a political act, a political instrument, i.e., a continuation of a political goal? c. Does the author of second article ever arrive at a set of causes or a cause for war? Why or why not?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Refer to the "elements of statehood." Ask how each of these could be a major cause for war and have students give historical examples. Films could be shown at this time to help students discern and compare causes of wars, i.e., Causes and Immediate Effects of WW 1 and Second World War: Prelude to Conflict Part I.
		4. Use balance of Part II or Readings.... "Why Should Civilized Man War Against Each Other?" and Part X, "How Can Political Means Be Related to Moral Ends?" Role playing could be utilized here: a pacifist, a hawk, etc to prove the various authors' contentions with regard to human beings, violence, war and peace.
	B. The student will compare the conduct of selected wars.	1. Students could relate some of the atrocities of past wars. Have them list various international agreements that are supposed to regulate various types of warfare.
		2. Show films: Medical Effects of the Atomic Bomb What You Should Know about Biological Warfare.
		3. A current events analysis could be done if there is enough time to do a realistic study. For example, interested students could research periodicals about Lt. Calley's trial concerning the My Lai massacre. a. Compare Calley's trial with the Nuremburg Trials b. Compare his attitudes to those of the Japanese pilots and German soldiers at Stalingrad in WW II; i.e., Read "Last Letters Home," Part III of Readings....
		4. Debate: Resolved: "The United States Should Cease All Research in Chemical and Biological Warfare," or, "Biological Warfare Holds the Key to Humaneness in Future Wars."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have an interested student report on the use of chemicals in the Viet Nam conflict.
	A. The student will predict the future of the UN as a peacekeeping organization.	1. Center a discussion around Readings.... Part IX, "How Can an Enduring Peace Be Constructed?" a. Is the UN the answer? Show film, Worship for Peace. b. Is world government the answer? c. Are there more benefits from war than from peace? d. Are human beings peace-loving creatures?
		2. Use readings, films, etc. to compare the League of Nations and the United Nations. Discuss or have students write an essay on "Will the UN go the way of the League of Nations?"
		3. Divide the class into small groups to investigate selected international disputes. Following reports from the groups, evaluate in class discussion the effectiveness of the United Nations in settling disputes--Which kinds of disputes can th U.N. successfully handle? What kinds does it seem powerless to deal with? Why? How could the United Nations be changed to equip it to keep the peace? Is this apt to happen?....
	B. The student will predict the results of the Cold War.	1. Make case studies of the limited wars and cold war situations (Berlin, Cuban missile crisis, etc.) which have occured since World War II. a. What tensions caused the crisis? b. Was international law applied or applicable at any time in the crisis? c. How was the crisis resolved? d. Why didn't each crisis erupt into a war?
		2. A less able student could be asked to make a map showing all the "crisis" spots since 1945.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. What is the forseeable future of the state system in a nuclear age? Examine the forces which seem to be indicating a trend in various parts of the world. a. Discuss Readings... Part I "What kind of World Will We Leave to Our Children?" b. Follow with Readings... Part V "Long Live the Victory of Peoples War" c. Follow with Readings.... Part VIII "The Principle of Non-Violence" Or use Vital Speeches and other sources to select a speech by a current spokesman which could be analyzed for the purpose of indicating trends for the future. Or have students select articles to review and discuss which may indicate trends or phrophesy the future. If time permits there are any number of books, i.e., 1984 by Orwell, which could be used.
IX. CAN WE IMPROVE INTERNATIONAL RELATIONS?	A. The student will evaluate the relations among nations today. B. The student will suggest ways to improve international relations.	1. Review in class. Culminate a discussion of the concepts derived from the course with the question: Is the state system here to stay? or, Can you think of anything to replace the system of sovereign states t at would improve international relations?" a. Can the state system be changed? b. What would this change involve? How would it evolve? c. What is to replace the old system? d. How would it work? e. What would be the advantages and disadvantages of this new system?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Assign: Each student write an essay in which he suggests a plan for the behavior of states in their relations with each other. The essays could be discussed in class. Students could evaluate the ideas presented in terms of feasibility, morality, and the various aspects studied during the past nine weeks. 3. Divide the class into small groups and have each one formulate and present to the class a plan for the interaction of states in the 1980's. Each one could be evaluated through class discussion.

MATERIALS:

1. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

Frankel, Joseph. International Relations. New York: Oxford University Press, 1969 (paper).

Goldwin, Robert A. (ed.). Readings in World Politics. New York: Oxford University Press, 1970 (paper).

2. ALTERNATE STUDENT AND CLASS MATERIAL:

A. Films:

		Dade County #
Boundary Lines	10'	1-00314
Causes and Immediate Effects of World War I	23'	1-12558
Cold War: The Early Period, 1947-1953, The	19'	1-10575
Economics of Trading Among Nations	29'	1-31275
Economics of Underdevelopment	29'	1-31243
European Community, The	18'	1-13553
Exports Mean Business: Export Marketing Methods	28'	1-31448
Exports Mean Business: Export Packing and Marine Insurance	28'	1-31450
Exports Mean Business: Getting Paid and Protecting Your Profit	28'	1-31452
Exports Mean Business: Introduction to Foreign Trade	28'	1-31441
Exports Mean Business: Locating the Market and the Customers	28'	1-31447
Growth of American Foreign Policy	19'	1-13328
Introduction to Foreign Trade	10'	1-00821
Medical Effects of the Atomic Bomb	30'	1-30071
Minister of Hate (Goebbals)	27'	1-31040
Nationalism	20'	1-10133
Rise of Nationalism in Southeast Asia	16'	1-13323
Rise of Nations in Europe	15'	1-12579
Second World War: Prelude to Conflict. Pt. I	29'	1-31034
Screen News Digest, Vol. 9, Issue 10	16'	1-12734
Screen News Digest, Vol. 10, Issue 3	19'	1-12743
United Nations: Organization for Peace	21'	1-10225
United States' Balance of Payments	29'	1-31276
What You Should Know About Biological Warfare	8'	1-00487
Workshop for Peace	44'	1-40015

B. FILMSTRIPS:

Executive Department and Agencies. Encyclopedia Brittanica Films. 1 filmstrip.
Foreign Aid. Guidance Associates. 2 filmstrips, 1 record, and guide.
Nationalism. Guidance Associates. 2 filmstrips, 1 record, and guide.
Nationalism as a Force in Asia. Popular Science Audio-Visuals. 1 filmstrip.
Nationalism as a Religion. Holt, Rinehart, and Winston, Inc. 1 filmstrip
Peace Corps in Action, The. Guidance Associates. 5 filmstrips, 5 records, and guides.
Pentagon, The. Guidance Associates. 2 filmstrips, records, and guide.
Portrait of a Diplomat. Guidance Associates. 2 filmstrips, 2 records, and guide.
Toward Economic Unity. Popular Science Audio-Visuals. 1 filmstrip.
Understanding World Trade. McGraw-Hill. 1 filmstrip.
United Nations: A World Peace Organization, The. Eye-gate. 1 filmstrip, 1 record, and guide.
Who Shapes U.S. Foreign Policy? New York Times. 1 filmstrip, 1 record, and guide.

C. SUPPLEMENTAL PUPIL RESOURCES:

Bohlen, Charles E. The Transformation of American Foreign Policy. New York: W. W. Norton and Co., Inc., 1969.

Bressler, Marionaand Leo A. Country, Conscience, and Conscription. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Corbett, Percy E. The Study of International Law. New York: Random House, 1955.

Farnsworth, Lee W. and Richard B. Gray (eds.). Security in a World of Change. Belmont, California: Wadsworth Publishing Co., 1969.

Heilbroner, Robert L. The Great Ascent. New York: Harper and Row, 1963.

Hickman, Martin B. Problems of American Foreign Policy. Beverly Hills: The Glencoe Press, 1968.

Hill, Norman. Mr. Secretary of State. New York: Random House, 1969.

Kohn, Hans. Nationalism: Its Meaning and History. Princeton, New Jersey: D. Van Nostrand Company, Inc., 1955.

Machiavelli, Niccolo, The Prince. Baltimore: Penguin Books, 1961.

McGrath, Howard G. Is American Democracy Exportable? Beverly Hills: The Glencoe Press, 1968.

Stupak, Ronald. The Shaping of Foreign Policy: The Role of the Secretary of State as Seen by Dean Acheson. New York: The Odyssey Press, 1969.

Thayer, Charles. Diplomat. New York: Harper, 1959.

Wolf, Alvin. Foreign Policy: Intervention, Involvement or Isolation? Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Wright, Quincy. Contemporary International Law: A Balance Sheet. New York: Random House, 1955.

D. SUPPLEMENTAL TEACHER RESOURCES:

Acheson, Dean. Present at the Creation-My Years in the State Department. New York: W. W. Norton, and Co., 1969.

Ardrey, Robert. The Territorial Imperative. New York: Dell Publishing Company, Inc., 1966.

Aron, Raymond. Peace and War. Garden City, New York: Doubleday, 1966.

Beichman, Arnold. The 'Other' State Department. New York: Basic Books, 1968.

Berle, Adolf A. Power. New York: Harcourt, Brace, and World, Inc., 1969.

Brown, Seyom. The Faces of Power. New York: Columbia University Press, 1965.

Burton, J. W. International Relations: A General Theory. Cambridge University Press, 1965.

Claude, Inis, Jr. Swords into Plowshares. New York: Random House, 1959.

Clemens, Walter C. Jr. (ed.). Toward a Strategy for Peace. New York: Rand McNally, 1965

Dallek, Robert. Democrat and Diplomat. New York: Oxford University Press, 1968.

de Jouvenal, Bertrand. Sovereignty: An Inquiry into the Political Good. Chicago: University of Chicago Press, 1957.

Felix, Christopher. A Short Course in the Secret War. New York: Dutton, 1963.

Goldwin, Robert (ed.). Why Foreign Aid? New York: Rand McNally, 1963.

Hoffman, A. (ed.). International Communications and the New Diplomacy. Bloomington, Indiana: Indiana University Press, 1968.

Hill Norman. International Politics. New York: Harper and Row Publishers, 1963.

_____. International Relations (Documents and Readings). New York: Oxford University Press, 1950.

Jervis, Robert. The Logic of Images in International Relations. Princeton, New Jersey: Princeton University Press, 1970.

Johnson, E. A. J. (ed.) The Dimensions of Diplomacy. Baltimore: John Hopkins Press, 1964.

Lorenz, Konrad. On Agression.

Lubasz, Heinz. The Development of the Modern State. New York: the MacMillan Co., 1964.

Nicolson, Harold. Diplomacy. 3rd edition. New York: Oxford University Press, 1964.

Schwarzenberger, G. A Manual of International Law. 4th edition.

Singer, J. David (ed.). Human Behavior and International Politics. Chicago: Rand McNally, 1965.

Stoessinger, John G. The Might of Nations. New York: Random House, 1965.

Waltz, Kenneth. Foreign Policy and Democratic Politics. Boston: Little, Brown, 1967.

E. SUPPLEMENTAL TEACHER RESOURCES: PERIODICALS

American Journal of International Law	(Qtrly)
Foreign Affairs	(Qtrly)
International Affairs	(Monthly)
International Journal	(Qtrly)

International Organization	(Qtrly)
International Studies Quarterly	
Journal of Conflict Resolution	(Semi-Annually)
Journal of Peace Research	(Qtrly)
Orbis: A Quarterly Journal of World Affairs	
U. S. in World Affairs, The	(Annually)
World Politics	(Qtrly)
World Today, The	(Monthly)

NOTE: Suggest each school library or social studies department subscribe to Foreign Affairs and World Politics.

APPENDIX

Student Research

A Case study in International Relations

Center your preparation around the following questions. Be sure you can defend your conclusions with evidence.

1. What are the national interests of your state?
2. Does your state have a nation or nations existing within it?
3. What characteristics of nationalism can you find expressed if your state?
4. Describe the foreign policy of your selected state. Who are its allies? enemies?
5. Who are the influential people involved in making foreign policy in your state?
6. What is the dominant political ideology of the state?
7. How does the natural environment affect foreign policy decisions?
8. How does the state feel about U.S. involvement in Southeast Asia? In its own country (if applicable)?
9. How powerful is your state in relation to others in the world community?
10. How could your state's relations with other countries be improved?

The outcome of this paper may be a paper to be turned in near the end of the nine weeks, an essay to be written in class on completion of the research, or an oral presentation of some type. This will be planned by students and teacher. Teacher will arrange a time table for the completion of the assignment.